

**IMPROVING THE STUDENTS' VOCABULARY BY USING
ADJECTIVE GAME AT THE EIGHTH GRADE OF SMP NUSA**

PRIMA LAMASI

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



By

ST.HALMIA.H

REG. NUMBER: 16 0202 0056

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Palopo, 27 November 2021

Researcher




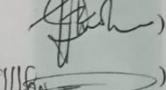
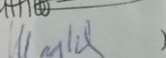

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THESIS APPROVAL

This thesis entitled “Improving the Students Vocabulary by Using Adjective Game at the Eighth Grade of SMP Nusa Prima Lamasi”, which is written by **St. Halmia.H**, Reg. Num 16.0202.0056. English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on **Monday, November 29th 2021**, coincided with **24th Rabiul Akhir 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

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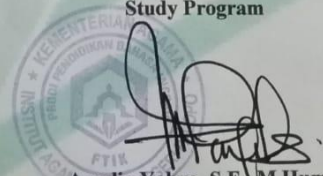
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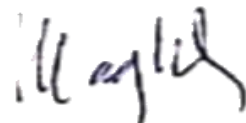
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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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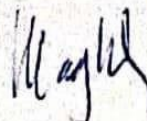
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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
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TABLE OF CONTENT

COVER PAGE	i
TABLE OF CONTENT	iii
LIST OF TABLE	iv
ABSTRACT.....	v
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem Statement	3
C. Research Objective	3
D. Significance of the Research.....	3
CHAPTER II REVIEW OF RELATED LITERATUR.....	5
A. Relevant Research Studies	5
B. Theoretical Review	7
1. Vocabulary	7
a. There are five kinds of vocabulary	7
b. Noun	9
c. Adjective	10
d. Verb	11
e. Adverb	11
2. Adjective game	12
a. The benefit of adjective game	12
b. Steps of adjective game.....	12
C. Conceptual Framework.....	13

D. Hypothesis.....	14
CHAPTER III RESEARCH METHOD	15
A. Research Method.....	15
B. Research Design.....	15
C. Research Setting.....	15
D. Population and Sample	16
E. Operational Definition of Variable	16
F. Research Instrument.....	17
G. Data Collection Technique	17
H. Technique of Data Analysis.....	19
CHAPTER IV FINDINGS AND DISCUSSION	21
A. Finding	21
1. The Score of the Student's Vocabulary in Pre-test.....	21
2. The Score of the Students' Vocabulary in Post-test	21
3. The Analysis of Students' Vocabulary Score in Pre-test.....	22
4. The Analysis of Students' Vocabulary Score in Post-test	22
B. Discussion	25
CHAPTER V CONCLUSION AND SUGGESTION	27
A. Conclusion.....	27
B. Suggestion	27
BIBLIOGRAPHY	29
APPENDICES	30

List of Table

Table 3.1:

The Classification Score for the test

Table 4.1: Score of Students' in Pre-test

Table 4.2: Score of Students' in Post-test

Table 4.3: The Classification of the Students' Vocabulary Score in Pre-test

Table 4.4: The Classification of Students' Vocabulary Score in Post-test

Table 4.5: The Mean Score and Standard Deviation of Pre-test and Post-test

Table 4.6: The Paired Sample Correlation of Pre-test and Post-test

Table 4.7: The Paired Sample Test of Pre-test and Post-test

ABSTRACT

ST. HALMIA. H, 2021, Improving the Students' Vocabulary Using Adjective Game at the Eight Grade of SMP Nusa Prima Lamasi". A thesis of English Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Wahibah and Magfirah Thayyib.

The study's objective was to determine the efficacy of the adjective game in vocabulary instruction. This investigation applied the method of pre-experimentation. The study focused on a single-group design of the pre-test and post-test. There was a sizable contingent of eighth-year students at SMP Nusa Prima Lamasi. The researcher took the purposive sample sampling to collect data with a specific goal in mind. The sample consisted of nine individuals from a single class. The research tool used in this study was a vocabulary test. The data was analyzed using SPSS 20. After reviewing the data, it was discovered that teaching with the adjective games at SMP Nusa Prima Lamasieffectively improves students' vocabulary. There was one a considerable what the difference between a pre-test and a post-test is? Findings. In this research, the post-test mean score was more significant than the pre-test mean score, indicating (33.33 80.00) that the post-test mean score was higher than the pre-test means to score. The alternative hypothesis (H_a) was accepted, while the null

hypothesis (Ho) was rejected. As a result, it can be concluded that the Adjective game had a significant effect on students' vocabulary skills.

Key Word: pre-experimental, adjective game, vocabulary.

CHAPTER I

INTRODUCTION

A. Background

The foundation that must be built is vocabulary learned in advance by students. This will assist students in getting a good level of English. Vocabulary is defined by Hatch and brown (1995: 1) as a list of target language words for a specific language or a list of words that an individual speaker might know. A word or list with a meaning known by the speakers and used to communicate among those speakers and by a group or individual can be defined as vocabulary.¹

Learning and teaching English are still often encountered in schools because English is different from Indonesian in structure, pronunciation, and vocabulary. Therefore creating effective and efficient teaching of English is it's not an easy task. English instructors must be able to control and organize classroom activities. They must use relevant teaching techniques to present the topic. Students who are taught well understand and master the material. Because learning English, including memorizing vocabulary, is tedious, every teacher must develop a pleasant environment for learning.

According to the findings of the researcher's observation at SMP Nusa Prima Lamasi, students' in the school confront several difficulties. They are learning English, including a lack of mastery of vocabulary. This can be seen when the

¹ Elva Ilmelia. "The Effectiveness Of Using K.I.M (Key Word, Information, And Memory Clue) Strategy On Seventh Grade Student's Contextualize Vocabulary Mastery At Smpn 3 Kalidawir" *Thesis* Institute Of Tulungagung, 2020: 11.

learning took place. When the students were asked the meaning of a word, most students could not answer, even though the word given by the teacher is relatively basic and easy and is a word that is often used in daily life. This proves that students' English vocabulary is still deficient. It happens because of the technique used in learning. The teacher conveys the material using the lecture method and exercises the students get bored quickly and lack enthusiasm in learning English, especially vocabulary learning.

Some researchers researched English vocabulary. One of them is Warni (2019), concerned with *improving students Vocabulary by Using a Quarter Card Game At The Seventh Grade Of SMPN 10 Palopo*. The purpose of this research is to improve students' vocabulary by using Quarter Card Game. The method of this research is the experimental design. The result of the study revealed that indeed there was a significant improvement in students abilities in vocabulary through quarter game.²

Considering the above problems, if the condition is left alone and does not receive serious attention, it will have a systematic effect on the ability and achievement of students. Therefore we need serious attention from the teacher and support from all parties involved in solving the problem. One step that can be done in solving those problems is to use the games in teaching. One of them is by using the game. Through this research, the adjective game is used when it comes to teaching vocabulary to SMP kidsNusa Prima Lamasi. A game that can help children learn adjectives is called an adjective game, more about the grammar of

²Warni, "Improving Students' Vocabulary By Using Quartet Card Game At The Seventh Grade of SMPN 10 Palopo" *Thesis Islamic Institute of Palopo*, 2019.

adjectives. The adjective because the adjective game can help kids learn new words, it can help them enhance their vocabulary can stimulate students' interest in education, resulting in increased participation in the learning process and improved vocabulary skills,

B. Problem Statement

Base on the background above, the researcher puts forward the problem statement as follows:

Does the use of adjective game effectively improvr students' vocabulary at SMP Nusa Prima Lamasi?

C. ResearchObjective

The research explored whether the adjective game effectively improves the vocabulary mastery of the eight students at SMP Nusa Prima Lamasi, based on the problem statement.

D. Significance of the Research

The following are some of the research's implications:

1. Theoretical Significance

This research contributes knowledge about improving studentsvocabulary. It can be helpful to add to the completeness of teaching references to broaden the horizons of prospective teachers and teachers.

2. Practical significance

a. Teacher

the researcher thinks that the findings of the study will benefit teachers in improving the students' vocabularies.

b. Student

students will be able to improve their vocabulary in English by completing an adjective game.

c. Other Researchers

this study is expected to provide new knowledge to other researchers, allowing them to do better extensive study on teaching and learning cases.

E. Scope of the Research

This research focuses on using the adjective game in improving students' vocabulary of SMP Nusa Prima Lamasi. The researcher targeted 40 adjectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Research Studies

Some researchers researched English vocabulary. One of them is Warni (2019), concerned with *improving students Vocabulary by Using a Quarter Card Game At The Seventh Grade Of SMPN 10 Palopo*. The purpose of this research is to improve students' vocabulary by using Quarter Card Game. The method of this research is the experimental design. The result of the study revealed that indeed there was a significant improvement in students abilities in vocabulary through quarter game.³

Second is JuliWakana, (2012) in her research *improving The Mastery Of English Vocabulary By Using Alphabet Games On Students IV In Madrasah IbtidaiyahAzzahidinPekanbaru*. The research objective was to learn more about the improvement of students' vocabulary achievement in alphabet games. The class action research method was used to perform this study. In cycle two, the students' score improves. The conclusion is that students' vocabulary can be improved by playing letter games. achievement.⁴

The third is ElinErmasari (2018), titled "The Effect of Board Game Use on Students' Vocabulary Mastery". This study has a quasi-experimental situation design intended to obtain empirical evidence on the efficiency with which board

³Warni, "Improving Students' Vocabulary By Using Quartet Card Game At The Seventh Grade of SMPN 10 Palopo" *Thesis Islamic Institute of Palopo*, 2019.

⁴JuliWakana, "MeningkatkanPenguasaanKosakataBahasaInggrisdenganMenggunakan Alphabet Game PadaSiswaKelasIv di Madrasah IbtidaiyahAzzahidinPekanbaru". *Thesis Universitas Islam Negeri Sultan SyarifKasim Riau Pekanbaru*, 2012.

games can be used media on students' vocabulary mastery. This study's participants was seventh-grade students of SMPN 16 Tangsel. The research sample was 65 students selected through the purposive this study was carried out using the Class Action Research Method. Data t-test calculations were used to assess data from the pre-test and post-test. The outcome of calculating the score obtained shows that the experimental class's grade is significantly higher than that of the control class. The researcher concludes that board games effectively increase the SMPN's seventh-grade students' vocabulary mastery 16 Tangsel.⁵

The fourth is by Yuli Eviyana (2020). *They were improving Students Vocabulary Mastery Through Antonym Matching Game At The Second Semester of SMPN 35 Bandar Lampung English grade.* The objective was to see if students' vocabulary had improved achievement through antonym matching games. This research was conducted by using Class Action Research Method. The research subject was eighth-grade at SMPN 35 Bandar Lampung in the 2019/2020 academic year. The conclusion is that antonym games can help students enhance their vocabulary.⁶

According to the preceding statements, the researcher concluded the exact distinction between those earlier theses and this study. Warni focused on teaching English by using Quartet Card Game. Juli Wakana used action research in the classroom her study was completed in Madrasah Ibtidiah Azzahidin Pekanbaru.

⁵Elin Ermasari. "The Effect of Using Board Game Towards students' Vocabulary Mastery". *Thesis Hidayatullah State Islamic University Jakarta*, 2018.

⁶Yuli Eviyana. "Improving Students' Vocabulary Mastery Through Antonym Matching Game At The Second Semester of The Eighth Grade of SMPN 35 Bandar Lampung". *Thesis Islamic University Lampung*, 2020.

Elin Ermasari focused on teaching vocabulary mastery by using Board games. Yuli Eviyana used classroom action research.

From the results of the above researches, the use of games in teaching vocabulary can improve the understanding and quality of student vocabulary. Similar to the above analysis, this study examines the effectiveness of the adjective game in English vocabulary education for eighth-grade students at SMP Nusa Prima Lamasi. No one has used adjective games to improve students' vocabulary.

B. Theoretical Review

1. Vocabulary

The term "vocabulary refers to a set of words that have been learned and applied. The following is a list of terms and their definitions. According to nurhidayat (2016), vocabulary will impede language comprehension and production.⁷

Hari Mukti Krida Laksana points out, "Vocabulary is a language component that maintains all of the information about the meaning and using the word in language".⁸ The total of words that make up a language, according to A. S. Homby, is called vocabulary.⁹

Hatch and Brown (1995) identified five types of vocabulary:

⁷Nur hidayat. "improving students' vocabulary achievement through word game. Journal of english educators society. 2016: 95.

⁸Rizka Sari. "The Implementation Of Snake And Ladder Game To Improve Students' Vocabulary Of Second Grade Students At Mts Yayasan Madrasah Islamiyah Medan." *Thesis* University Of North Sumatra Medan, 2017: 10.

⁹<https://text-id.123dok.com/document/ky6ener5z-meaning-of-vocabulary-types-of-vocabulary.html>.

1) Word classed

It is known well as part of speech such as noun, verb, adverb, adjective, pronoun, conjunction, pronoun, and preposition.

2) Word families

It clarifies the affix and the shift of words.

Example: play-plays-played = inflected

Play-replay-playful = derivatives

3) Word formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically.

Example:

a. Compounding

Two or more words are combined to make a new term comment.

Examples:

- Home + word = home work (N)
- pick + pocket = pickpocket (N)
- low + paid = low-paid (Adj)

b. Blending

only the first few letters of each words are mixed.

Examples:

- Breakfast + lunch Brunch
- Smoke + fog smog
- Teleprinter + exchange telex

c. Clipping

They are removing one or more syllables from a word to make it shorter

Examples:

- Facsimile – fax
- Hamburger – burger

4) Collocation

A collocation is two or more words that often go together.

Example: this week, one more, once again, as well.

5) Homonyms

It has the same form but has a different meaning.

Examples: - left (kiri) - left (berangkat)
 - well (baik) - well (sumur)¹⁰

The types of vocabulary identified by Neufeld's and Guralnick (1995) are active and passive vocabulary. All the words that a person recognizes and understand, but does not necessarily use, are considered active vocabulary. At the same time, a passive vocabulary is a collection of nonverbal symbols, signs, gesture, and other nonverbal cues. It is used to communicate or express oneself in a specific art, skill, or profession..¹¹

Words are classification into :

¹⁰Aghnita Pretty Kharisma. “The effectiveness of tree diagram to improve students vocabulary.” Thesis University Muhammadiyah of Purwokerto, 2018.

¹¹Muh. Akbar Ikramullah . “A Comparative Study Of Students’ Vocabulary Achievement Using Silent Way Method And Direct Method at the First Grade of SMP Negeri 3 Pallangga, Gowa.” *Thesis Universitas Muhammadiyah Makassar*, 2018: 8.9.

1. Noun

A noun is a term that refers to a specific entity or group of things, such as live creatures, objects, places, activities, traits, states of existence, or concepts. A noun, on the other hand, is not a semantic category. Hence it cannot be described in terms of its meaning. Thus, verbs can express qualities, and adverbs can express places. According to FuadMas'ud, a noun is a word that denotes people, things, places, plants, anima, ideas, and so on.

2. Adjective

A term that describes identifies, modifies, or quantifies anything is called an adjective (a noun or a pronoun). “ adjective is a word that characteristics, clarifies or limits, modifies noun or pronoun,” according to Selby (1991). They're easy to spot because they answer questions like which one, what kind, and how many. The word adjective is usually placed before the words it modifies.

Adjectives can be categorized into a variety of groups. Adjectives in English are typically employed in the following order: amount, opinion, size, age, shape, colour, origin, material, and purpose. The following are some of these groups (in roughly the sequence in which adjectives are used in English):

Example:

- a. Quantity: five, much, many, one, few, several.
- b. Opinion: good, battered, magnificent, studious, shiny.

- c. Size: huge, big, medium, tiny, large.
- d. Age: young, old, antique.
- e. Shape: shapeless, round, elongated.`
- f. Colour: White, green, black, blue
- g. Origin: Canadian, Indonesian, British, American.
- h. Material: cotton, wooden,
- i. Purpose: word, reference, fishing.¹²

3. Verb

A verb is a word that describes an action, action, condition, or experience of something. In Indonesian, verbs are often called verbs because they show the subject's activity in a sentence. A verb is the essential part and always appears in every sentence. This English verb is also a little unique. If you think that a verb has to be an action, you are wrong. The English verb can describe a condition. Example:

She plays in the backyard with her sister. (action)

He feels empty. (condition)

In English, we recognize grammar which differences in time zones. Due to this time difference, the verb also changes for each condition. Each verb usually has three forms: verb 1, verb 2,adverb 3. The more significant number of the past, the form of the verb itselfnot only verbs 1-3but some verbs are used to describe an action that is being done right away.

¹²Muh.Asdar “ improving the students’ ability to use adjective through bingo game at the second year of SMP Buq’atun Mubarakah Gombara Makassar.2018 vol.65.47.48

4. Adverb

Reporting From the Cambridge Dictionary, the adverb is “one of the four major word classes, along with nouns, verbs, and adjectives.”

This means that adverbs can be juxtaposed with nouns, work, and properties. Usually, we use it to clarify the word in front of it or the adverb itself. Usually, adverbs end in -ly like, quickly, locally, and so on. However, some do not end in -ly.

C. Adjective Game

Adjective game is an example of a game that can assist pupils. know adjectives, as for the steps in an adjective game where students are divided into two groups. Adjective Card Game was created to facilitate educators or instructors in the classroom teaching vocabulary. Besides that, it also can be played at home with a whole family whole in leisure time. The information and attractive pictures encourage students to explore more about vocabulary.¹³

Then representatives of one group come forward to demonstrate the adjectives they want to show to other groups.¹⁴

a. The benefit of Adjective Games

The benefits of this game are:

1. Creating a comfortable atmosphere during the learning process

¹³FazilaUyun, and HalimDwi Putra. The Making of Adjective Card Game to Learn Vocabulary for Junior High School Student's. Inovish Journal, Vol. 1, No. 2, 2016

¹⁴YuliNuriskandar.2017. Adjectives game membantumenghilangkankejenuhanbelajarbahasainggris. www.kursusmudahbahasainggris.com (9 April 2021).

2. serving as an ice breaker or relieving stress in self before learning is done.
3. increasing the students' mastery of word words¹⁵

b. Steps of Adjective Game

The steps of this adjective game are:¹⁶

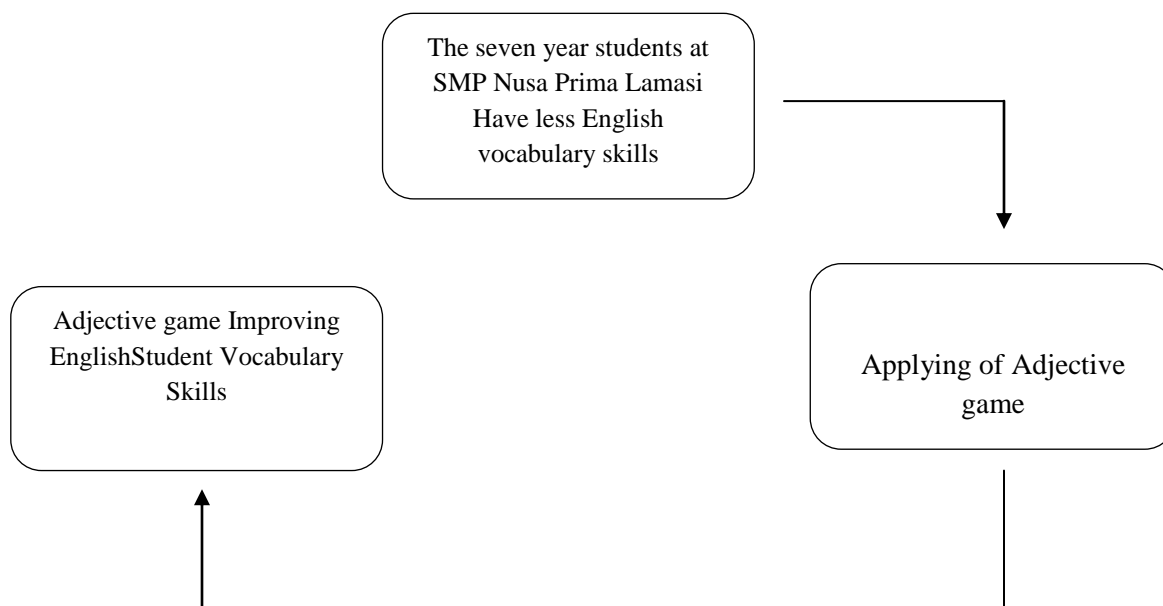
1. Prepare some of the cards on which the adjective words are related to feelings
2. Write on the whiteboard sentence, are you?
3. Show a mimic feeling taken from a card. For example hungry
4. Ask students to ask what they are feeling. Are you hungry? Answer yes or no
5. After all students understand, divide students into two groups.
6. Ask one student from the group member to come forward and draw a card.
7. Group members must guess the word that the student is working on.
8. If the student answers correctly, it is checked by the guessing group
9. Play the game until all cards have been displayed.
10. The teacher asks students to write the word and then memorize

¹⁵ Ibid

¹⁶ Ibid

D. Conceptual Framework

Here is the conceptual framework of this research:



Vocabulary is one of the components of the language that language learners are taught. Nothing can be stated without vocabulary, but little can be said without grammar. Many seventh at SMP NUSA Prima Lamasi are struggling with their vocabulary skills. They are still having difficulty remembering unfamiliar words they heard or read in the text. They have trouble deciphering or comprehending the meanings of common words. According to the theories and everyone Adjective games and the researcher argues that mastering vocabulary can be achieved by employing. Adjective games in the students' motivation, attentiveness, and excitement will be encouraged during the process of teaching and learning and the classroom environment will be conducive to learning, hence improving thr quality of the teaching-learning process finally, the students'

vocabulary mastery, in this example junior high school students, will be improved.

E. Hypothesis

The hypothesis of this research is formulated as follows:

Ho: Adjectives game effectively improves students' vocabulary mastery.

Hi: Adjectives game does not effectively improve students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

This section covers the study design, the population and sample, the operational definition of a variable, the research instrument, the data collection procedure, and the data technique analysis.

A. Research Design

are-experimental design was adopted in this study by using an experimental class. This research use done group pre-test and post-test. The following is the research design:

$$E = O_1 X O_2$$

Where :

E = Experiment

O₁ = Pre test

X = Treatment

O₂ = Post test¹⁷

Population and Sample

1. Population

the study's participants were eight-grade students at SMP Nusa PRIMA lamasi. there are nine students in the class.

¹⁷Sugiyono, Metode Penelitian Kombinasi (Mixed Method), (cet. IV: Bandung: Alfabeta, 2013), p.112

2. Sample

The research sample was the total population because the number of students in the class is only 9.

A. Operational definition of variable

There were two factors in this study, namely:

a. The independent variable is the Adjective game

An adjective game is an example of a game that can assist students to know adjectives. As for the steps in an adjective game where students are divided into two groups, then representatives of one group come forward to demonstrate the adjectives they want to show to other groups.

a. The vocabulary of the students is the dependent variable ions that a person knows or uses, notably in a book for learning a foreign language. A supply of terms, a list of words, or the word in a list of words is what vocabulary is. The terms we teach in a foreign language are referred to as vocabulary.

B. Research Instrument

This test was used as the study's instrument. A vocabulary test is the type of test that this is. There is a pre-test and a post-test included. The test is a multiple-choice test with a total of 15 questions.

C. Data Collection Procedure

The procedure of collecting data is as follows:

1. Pre-test

before beginning treatment for the adjective game in teaching English vocabulary, the researcher provided a pre-test for students to determine their level of vocabulary knowledge

2. Treatment

the students were given treatment after the pre-test. this treatment consists of four meetings. The following are the steps in every meeting:

1. The first meeting

- a. The researcher clarified the situation material about vocabulary, especially adjectives. Then gave an example about the adjective.
- b. After that, the researcher demonstrated to the students how to use an adjective game in teaching vocabulary.
- c. The researcher divided the students into two groups. Then comes the researcher put the card on the table. Next, the students come forward to take a card and guess the word of the card.

2. the second meeting

- a. The material is explained by a researcher about vocabulary, especially adjectives. Then gave an example about the adjective.
 - b. following that, the researcher instructed students on how to use an adjective game in teaching vocabulary.
 - b. The researcher divided the students into two groups. After that, the researcher put the card on the table. Next, the students come forward to take a card and guess the word of the card.
3. For the third meeting
- a. The researcher clarified the situation material about vocabulary, especially adjectives. Then gave an example about the adjective.
 - b. Following that, the researcher instructed students on how to use an adjective game in teaching vocabulary.
 - c. The students' were separated into two groups by the researcher. The researcher then placed the card on the table. Next, the students come forward to take a card and guess the word of the card.
4. The fourth treatment
- a. The material was explained by the researcher about vocabulary, especially adjectives. Then gave an example about the adjective.
 - b. After that, the researcher demonstrated to the students how to use an adjective games in teaching vocabulary.
 - c. The students were divided into two groups by the researcher. Then follows the researcher put the card on the table. Next, the students come forward to take a card and guess the word of the card.

3. Post-test in the post-test, the researcher repeated the activities from the pre-test. The students' opinions knowledge was put to the test by the researcher vocabulary mastery whether students' vocabulary mastery has improved or just the same as before.

D. The technique of Data Analysis

the following quantitative approach was used to assess the data collected during the test:

1. They were evaluating students taking pre-test and post-test answers. Correct responses received one point, while incorrect answers received zero.

2. Using the formula below, convert the raw result to a set of 100 maximum core scores:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

3. scoring the students' scores into one of the following categories.

Tabel 3.1 The Classification Score for Test

A	100-81	Very Good
B	80-61	Good
C	60-41	Fair
D	40-21	Poor
E	20-0	Very Poor

(Brown, 2003, p.287)¹⁸

¹⁸H.Douglas Brown, Language Assessment: Principle and Classroom Practitice, (San Fransisco, California: Pearson Longman, (2003), p.287.

4. Calculating the students score ratingby using the percentage below:

$$P = \frac{F}{N} \times 100$$

Notes : P = Percentage

F = The cumulative frequency of subjects

N = Total number sample

5. Calculating the mean score, standard deviation, frequency table, and test between vocabulary achievementsby using SPSS 20 for windows evaluation.

6. Calculating the students score rating by using the percentage below:

$$P = \frac{F}{N} \times 100$$

7. using SPSS 20 for windows, calculate the mean score, standard deviation, frequency table, and vocabulary comparison test achievements.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter focuses on analyzing the collected data. The score was derived from the test. The experiment was handled by the researcher class. Before presenting the pre-test,. The study's author will speak about how they discovered the students' vocabulary. The researcher treated the experimental class before the pre-test is being given. The question expert will speak about how they discovered the students' vocabulary as follows:

1. The pretest vocabulary score of students.

2. Table 4.1 Score of Students In Pre-Test

Respondent	Total Correct Answer	Score
R1	3	30
R2	4	40
R3	5	50
R4	2	20
R5	5	50
R6	4	40
R7	2	20
R8	2	20
R9	3	30
Total	30	300

1. The Score Of Students' Vocabulary In Post-Test

Table 4.2 Score of Students In Post-Test

Respondent	Total Correct Answer	Score
R1	9	90
R2	8	80
R3	9	90
R4	8	80
R5	8	80
R6	7	70
R7	6	60
R8	8	80
R9	9	90
Total	72	720

1. analysis of students' pre-test vocabulary scores

The researchers shows the classification of the students' vocabulary score in the pre-test and the mean score and standard deviation of the students in this part. The table below shows the types of vocabulary scores earned by students in the pre-test:

Table 4.3 The Classification of Students' Vocabulary Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	0	0
2	Good	61-80	0	0
3	Fair	41-60	2	22.22%
4	Poor	21-40	4	44.44%
5	Very Poor	0-20	3	33.33%
Total			9	99.99%

Table above shows that no students get excellent (0%), as well as those who bring good (0%) while two students get fair (22%), 4 students get poor (44%) and three students get very poor (33 %).

3. The post-Test analysis of students' vocabulary score

this section displays the classification of the students' vocabulary result on the post-test.

Table 4.4 The Classification of Students Vocabulary Score in the Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	3	33.33%
2	Good	61-80	5	55.55%
3	Fair	41-60	1	11.11%
4	Poor	21-40	0	0
5	Very Poor	0-20	0	0

Total	9	99.99%
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In the table above, three students got excellent (33%), five students got good (55%), one student got fair (11%), and no students performed poorly, and in other cases, really poorly. Following the treatment, the students' vocabulary scores improved.

the following table shows the mean score of the pre-test and post-test after classifying the students' vocabulary scores:

Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	33.3333	9	12.24745	4.08248
Post Test	80.0000	9	10.00000	3.33333

Table 4.5 describes the experimental class's statistical result. As stated in the table above, N was the sum of the topic data, which was nine students. The average pre-test score was 33.33, whereas the average post-test score 33.33. the score was 80.00, indicating that there was an improvement after utilizing the Adjective game.

Table 4.6 The Paired Sample Correlation of Pre-Test and Post-Test

**Table 4.6 The Paired Sample Correlation of Pre-Test
and Post-Test**

	N	Correlation	Sig.
Pre Test & Post Pair 1 Test	9	.306	.423

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-46.6667	13.22876	4.40959	-56.83519	-36.49814	10.583	8	.000

SPSS 20 was used to evaluate the hypothesis. For the paired sample t-test researcher employed a t-test (testing of significance), which is a test to see if

there is any relevance a test to see if there is any relevant difference between the pre-test and post-test mean scores of students.

According to the findings was a substantial change the difference between the pre-test and the post-test after employing an adjective, a game to teach language to students based on the result of the investigation. The a statistical examination ($p=0.05$) as a result of significance $df=N-1$ ($=9$, $df=8$) with degree of freedom ($df=N-1$ ($N=9$, $df=8$)) from table 4.6, the researcher discovered that t_0 (count) = 10.583 and t_t (table) = 2.306. based on the observations, the researcher concluded that t_0 (count) was bigger than t_t (t).

The null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted. as a result, there was a difference in vocabulary teaching before and after utilizing the adjective game.

B. Discussion

According to this study, pupils' vocabulary could be improved by playing adjective games. The paired sample test of pre-test and post-test demonstrates this. The significance of the statistical analysis level was 0.05 with the degree of freedom ($df = N-1$, where $N = 9$, $df = 8$). The probability value was smaller than $t_t = 2.306$, t_0 ($t_{\text{aunt}} = 10.583$). ($t_0 > t_t$). It is indicated the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. It means that the adjective games are effective in improving the students' vocabulary. The mean score of the pre-test was 33.33, and the post-test score was 80.00. it shows that the post-test mean score was better than the pre-test means score.

The analysis above concluded a significant difference between the adjective games' pre-test and post-test in students' vocabulary learning. When adjective games are used to teach vocabulary, the students' vocabulary proficiency improves. students are more active and less bored in language learning when they play adjective game application is practical and may help kids acquire new vocabulary. As a result, the adjective game can be an excellent technique to educate or develop vocabulary in kids.

Adjective games in teaching vocabulary may make teaching more exciting and encourage students to participate more actively in the learning process to learn vocabulary mastery. The students are very excited about attending the event and enjoy it. Several procedures are as follow:

The result of this research is the same as the of previous studies. Warning, who had conducted her research "Improving Students Vocabulary by Using Quartet Card Game at The Seventh Grade of SMPN 10 Palopo", found a significant improvement in the students' vocabulary. JuliWakanain her research concluded that there are substantial improvements in teaching vocabulary by Alphabet Game. ElinErmasariin's research concluded that the use of board game could improve the students' vocabulary in SMPNs' seventh grade 16 Tangsel.

In this study, there are some advantages and disadvantages of using the adjective game. Advantages and disadvantages. The advantage of the adjective games that can encourage students to participate more actively in the learning process, make students enjoy the learning, and make students more motivated to study adjectives. The disadvantage of the adjective game in this research is that many

students feel ashamed when demonstrating the adjective word in the adjective game.

There are several shortcomings of this study. The first shortcoming there are questions in the pre-test were not focused on asking adjectives. The adjective in the question sentence does not become the point being asked and only serves as an explanation. The second shortcomings were that time in conducting the research is was not where the researcher didn't make a schedule before the researcher conducted the teaching process. It is because of the pandemic covid-19. The third shortcoming was about the words category in my lesson plan, where the words given to the students didn't focus on the adjective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study's findings and discussions, the researchers concluded that the use of adjective games at SMP was effective in increasing kids' vocabularies Nusa Prima Lamasi. The statistical analysis for the significance level was 0.05 with the degree of freedom (df) = $N-1$, where $N = 9$, $df = 8$. The probability value was smaller than $t_t = 2.306$, t_0 (t_{aunt}) = 10.583. ($t_0 > t_t$). The null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_a) was accepted. The post-test mean score (80.00) was higher than the pre-test mean score (33.33). Was greater than the well before test's score. Through the adjective games, the students became more active and had a good achievement of vocabulary.

B. Suggestions

The researcher recommends the following parties based on the findings of the study:

1. To make teaching in class more active and enjoyable, the teacher uses the adjective game to teach vocabulary. The researcher suggests that teachers use adjective games it is useful to students since it encourages students to get more familiar with the vocabulary.

2. Students must pay close attention to the teacher, to improve their vocabulary skills. They must be active in the classroom.
3. Future researchers should use more complete and straightforward data to find other signs of adjective games in other English language skills.

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**A
P
P
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S**

Appendix 1

Pre-test

Name :

Class :

Choose the correct answer by circling the answer.

1. Lina the match in Olympic Games. She is so sad.

- a. won
- b. lost
- c. jumped
- d. celebrated

2. I went to the dentist yesterday because my were in pain.

- a. hands
- b. fingers
- c. teeth
- d. ears

3. Those students are...

- a. Friendly
- b. Chilly
- c. Fashionable
- d. Intelligent

4. This exercise was too for me. I got a score of 100.

- a. difficult

b. easy

c. expensive

d. high

5. Diana's barbie is broken. Diana is very now.

a. confuse

b. sad

c. happy

d. charm

6. The village library is...

a. Useful

b. Brown

c. Fashionable

d. Intelligent

7. Luna is celebrating her birthday.

Now Luna feels

a. angry

b. dusty

c. easy

d. happy

8. Mia: Adi, your shoes are so fit in your You look gorgeous.

Adi: Thank you.

a. finger

b. lip

c. hand

d. feet

9. The clown is so He makes all kids laugh and be happy.

a. funny

b. quiet

c. noisy

d. disgusting

10. I am so hungry. So, I a meal.

a. prepare

b. walk

c. kick

d. wear

<https://www.bigbanktheories.com>

Appendix 2

Post-test

Name :

Class :

1. My sister's body mist is...

a. Soft

b. Smelly

c. Energizing

d. Dramatic

2. Andi Rianto's music is ...

a. Soft

b. Smelly

c. Energizing

d. Dramatic

3. The theatre show is ...

a. Soft

b. Smelly

c. Energizing

d. Dramatic

4. Their home is very ...

a. Comfortable

b. Large

c. Noisy

d. Fast

5. Our school is...

a. Comfortable

b. Large

c. Noisy

d. Fast

6. The wedding party was...

a. Comfortable

b. Large

c. Noisy

d. Fast

7. Harry's motorcycle is...

a. Comfortable

b. Large

c. Noisy

d. Fast

8. Our neighbor has a ...

a. Friendly

b. Chilly

c. Fashionable

d. Intelligent

9. The weather is ...

- a. Friendly
- b. Chilly
- c. Fashionable
- d. Intelligent

10. My new dresses are...

- a. Friendly
- b. Chilly
- c. Fashionable
- d. Intelligent

<https://soalpelajaran.info/soal-adjective-kata-sifat/>

Appendix 3: RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Nusa Prima Lamasi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2(dua)
Materi Pokok	: Adjective game
Aspek/Skill	: Vocabulary (kosa kata)
Alokasi Waktu	: 6 kali pertemuan (8x 45Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

Standar Kompetensi :

Membaca

- Memahami vocabulary secara sederhana dalam konteks kelas

Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

C. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
- Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

B. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif
- d. Kerjakeras
- e. Tanggung jawab

C. Model/metode pembelajaran:

- Total physical response (untuk pengenalan kosa kata baru)
- Practice and production (untuk pembelajaran ungkapan transaksional dan interpersonal)

D. Sumber Belajar

1. Buku LKS bahasa inggris SMP/MTS kelas VIII

C. Alat Dan SumberPelajaran

Alat : Pulpen, kertas, gambar

Sumber belajar:

- Internet
- Buku pegangan guru

D. Langkah-Langkah Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	Kegiatan awal <ul style="list-style-type: none">Guru menjelaskan kepada siswa tentang vocabulary yang terdiri dari beberapa yaitu verb, adverb, noun, adjective, ect. Tetapi guru lebih memfokuskan kepada adjectiveGuru mengajak siswa mengingat kembali kosa kata yang pernah dipelajari.	10 menit
Inti	Eksplorasi <ul style="list-style-type: none">Guru melibatkan siswa dalam mengidentifikasi kosa kata dalam kalimatGuru bersama siswa mengidentifikasi kosa kata melalui permainan adjective.Guru melakukan Tanya jawab terkait dengan kosa kata yang sudah di jelaskan<ol style="list-style-type: none">Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaanTulis kalimat di papan tulis ya?Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya	60 menit

	<p>4. Minta siswa untuk menanyakan apa yang merekasakan. Apakah kamu lapar? Jawab ya atau tidak</p> <p>5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok.</p> <p>6. Mintalah salah satu siswa dari anggota kelompok untuk maju dan menggambar sebuah kartu.</p> <p>7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa.</p> <p>8. Jika siswa menjawab dengan benar maka dicek oleh kelompok tebak-tebakan</p> <p>9. Mainkan permainan sampai semua kartu telah ditampilkan.</p> <p>10. Guru meminta siswa untuk menulis kata dan kemudian menghafalnya.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberikan tugas atau diskusi kepada siswa • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada 	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>siswa untuk menyelesaikan masalah</p> <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosa kata menggunakan permainan adjective • Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosa kata dengan menggunakan permainan adjective 	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan. 	10 menit

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris. • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. 	10 menit

	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa (absen). • Guru menyampaikan tujuan pembelajaran. 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa dibentuk dalam dua kelompok • Siswa di minta untuk memperagakan kata adjective tiap kelompok. <p>Eksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa di minta untuk bergantian dalam memperagakan kata adjective • Guru menyuruh siswa mencatat kata yang sudah di pelajari sebelumnya. <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberikan tugas atau diskusi kepada siswa • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah <p>Konfirmasi</p>	60 menit

	<ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosa kata menggunakan permainan adjective • Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosa kata dengan menggunakan permainan adjective <ol style="list-style-type: none"> 1. Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaan 2. Tulis kalimat di papantulis ya? 3. Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya 4. Minta siswa untuk menanyakan apa yang mereka rasakan. Apakah kamu lapar? Jawab ya atau tidak 5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok. 6. Mintalah salah satu siswa dari anggota kelompok untuk maju dan menggambar sebuah kartu. 7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa. 8. Jika siswa menjawab dengan benar 	
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	<p>maka di cek oleh kelompok tebak-tebakan</p> <p>9. Mainkan permainan sampai semua kartu telah ditampilkan.</p> <p>10. Guru meminta siswa untuk menulis kata dan kemudian menghafalnya.</p>	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan. 	10 menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris. • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. • Guru mengecek kehadiran siswa (absen). • Guru menyampaikan tujuan pembelajaran. 	10 menit
Inti	Mengamati	60 menit

	<ul style="list-style-type: none"> • Siswa dibentuk dalam dua kelompok <p>Siswa di minta untuk memperagakan kata adjective tiap kelompok</p> <ul style="list-style-type: none"> • Merespon siswa selama diskusi berlangsung. <p>Eksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa di minta untuk bergantian dalam memperagakan kata adjective <p>Guru menyuruh siswa mencatat kata yang sudah di pelajari sebelumnya.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberikan tugas atau diskusi kepada siswa • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosa kata menggunakan permainan adjective 	
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	<ul style="list-style-type: none"> • Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosa kata dengan menggunakan permainan adjective <ol style="list-style-type: none"> 1. Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaan 2. Tulis kalimat di papantulis ya? 3. Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya 4. Minta siswa untuk menanyakan apa yang mereka rasakan. Apakah kamu lapar? Jawab ya atau tidak 5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok. 6. Mintalah salah satu siswa dari anggota kelompok untuk maju dan menggambar sebuah kartu. 7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa. 8. Jika siswa menjawab dengan benar maka dicek oleh kelompok tebak-tebakan 9. Mainkan permainan sampai semua kartu telah ditampilkan. 	
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	10. Guru meminta siswa untuk menulis kata dan kemudian menghafalnya.	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa Inggris. • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. • Guru mengecek kehadiran siswa (absen). • Guru menyampaikan tujuan pembelajaran. 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa dibentuk dalam dua kelompok 	60 menit

	<p>Siswa di minta untuk memperagakan kata adjective tiap kelompok</p> <ul style="list-style-type: none"> • Merespon siswa selama diskusi berlangsung. <p>Eksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa di minta untuk bergantian dalam memperagakan kata adjective <p>Guru menyuruh siswa mencatat kata yang sudah di pelajari sebelumnya.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberikan tugas atau diskusi kepada siswa • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosa kata menggunakan permainan 	
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	<p>adejctive</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosa kata dengan menggunakan permainan adjective <ol style="list-style-type: none"> 1. Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaan 2. Tulis kalimat di papantulis ya? 3. Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya 4. Minta siswa untuk menanyakan apa yang mereka rasakan. Apakah kamu lapar? Jawab ya atau tidak 5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok. 6. Mintalah salah satu siswa dari anggota kelompok untuk maju dan menggambar sebuah kartu. 7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa. 8. Jika siswa menjawab dengan benar maka dicek oleh kelompok tebak-tebakan 	
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	<p>9. Mainkan permainan sampai semua kartu telah ditampilkan.</p> <p>10. Guru meminta siswa untuk menulis kata dan kemudian menghafalnya.</p>	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

Pertemuan 5

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa Inggris. • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. • Guru mengecek kehadiran siswa (absen). • Guru menyampaikan tujuan pembelajaran. 	10 menit
Inti	Mengamati	60 menit

	<ul style="list-style-type: none"> • Guru mengingatkan kembali kosa kata yang sudah di pelajari sebelumnya • Guru meminta siswa untuk menyetor hafalan kosa kata <p>Eksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa di minta untuk bergantian dalam memperagakan kata adjective <p>Guru menyuruh siswa mencatat kata yang sudah di pelajari sebelumnya.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosa kata menggunakan permainan adjective • Guru memberikan penjelasan dan menyimpulkan terkait tentang 	
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	<p>pengajaran kosa kata dengan menggunakan permainan adjective</p> <ol style="list-style-type: none"> 1. Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaan 2. Tulis kalimat di papan tulis ya? 3. Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya 4. Minta siswa untuk menanyakan apa yang mereka rasakan. Apakah kamu lapar? Jawab ya atau tidak 5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok. 6. Mintalah salah satu siswa dari anggota kelompok untuk maju dan menggambar sebuah kartu. 7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa. 8. Jika siswa menjawab dengan benar maka dicek oleh kelompok tebak-tebakan 9. Mainkan permainan sampai semua kartu telah ditampilkan. 10. Guru meminta siswa untuk menulis 	
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	kata dan kemudian menghafalnya.	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan. 	10 menit

Pertemuan 6

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa Inggris. • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. • Guru mengecek kehadiran siswa (absen). • Guru menyampaikan tujuan pembelajaran. 	10 menit
Inti	Mengamati	60 menit

	<ul style="list-style-type: none"> • Guru mengingatkan kembali kosa kata yang sudah di pelajari sebelumnya • Guru meminta siswa untuk menyetor hafalan kosa kata <p>ksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa di minta untuk bergantian dalam memperagakan kata adjective <p>Guru menyuruh siswa mencatat kata yang sudah di pelajari sebelumnya.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan • Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya tentang hal yang belum diketahui oleh siswa 	
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	<p>mengenai kosa kata</p> <p>menggunakan permainan</p> <p>adejctive</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosa kata dengan menggunakan permainan adjective <ol style="list-style-type: none"> 1. Siapkan beberapa kartu di mana kata sifat berhubungan dengan perasaan 2. Tuliskalimat di papantulisya? 3. Tunjukkan perasaan meniru yang diambil dari kartu. Lapar misalnya 4. Minta siswa untuk menanyakan apa yang mereka rasakan. Apakah kamu lapar? Jawab ya atau tidak 5. Setelah semua siswa mengerti bagilah siswa menjadi dua kelompok. 6. Mintalah salah satu siswa 	
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	<p>dari anggota kelompok untuk maju dan menggambar sebuah kartu.</p> <p>7. Anggota kelompok harus menebak kata yang sedang dikerjakan siswa.</p> <p>8. Jika siswa menjawab dengan benar maka dicek oleh kelompok tebak-tebakan</p> <p>9. Mainkan permainan sampai semua kartu telah ditampilkan.</p> <p>10. Guru meminta siswa untuk menulis kata dan kemudian menghafalnya.</p>	
Penutup	<ul style="list-style-type: none"> • Guru bersama siswa membuat rangkuman pelajaran • Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

Appendix 4 : Pre-test

Name : FRANKIL
Class : VIII 185

Pre-test

Choose the correct answer by circling the answer.

1. Lina the match in Olympic Games. She is so sad.
☒ a. won
b. lost
c. jumped
d. celebrated

2. I went to dentist yesterday because my were in pain.
a. hands
b. fingers
☒ c. teeth
d. ears

3. Those students are...
a. Friendly
b. Chilly
c. Fashionable
☒ d. Intelligent

4. This exercise was too for me. I got score 100.
a. difficult
☒ b. easy
c. expensive
d. high

5. Diana's barbie is broken. Diana is very now.
a. confuse
☒ b. sad
c. happy
d. charm

$\frac{5}{10} \times 100 = 50$

Appendix 5 :Post-test

AHMAD
VIII

Post-test

~~1.~~ My sister's body mist is ...

☐ a) Soft

b. Smelly

c. Energizing

d. Dramatic

~~2.~~ Andi Rianto's music is ...

a. Soft

☐ b. Smelly

c. Energizing

d. Dramatic

~~3.~~ The theatre show is ...

a. Soft

b. Smelly

☐ c. Energizing

d. Dramatic

~~4.~~ Their home is very ...

a. Comfortable

b. Large

c. Noisy

☐ d. Fast

~~5.~~ Our school is ...

a. Comfortable

$\frac{6}{10} \times 100 = 60$

Appendix 6: Post-test

PRISKA
Kelas = VIII

Post-test

✗ 1. My sister's body mist is...

(a) Soft
b. Smelly
c. Energizing
d. Dramatic

✓ 2. Andi Rianto's music is ...

a. Soft
b. Smelly
(c) Energizing
d. Dramatic

✓ 3. The theatre show is ...

a. Soft
(b) Smelly
c. Energizing
d. Dramatic

✓ 4. Their home is very ...

(a) Comfortable
b. Large
c. Noisy
d. Fast

✓ 5. Our school is...

a. Comfortable

$\frac{9}{10} \times 100 = 90$

DOCUMENTATION

Teaching

Pre-test



Adjective game Application





Post- test





PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI
Alamat: Jl. Sadar Desa To'Pongo Kec. Lamasi Kab. Luwu 91952
Email : smpnusaprimalamasi@gmail.com



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 038/SMP-NP.L/VI/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

Nama : St. Halmia, H
NIM : 16 0202 0056
Alamat : Dsn. Mabonta Mabonta Kecamatan Burau

Benar-benar telah selesai mengadakan penelitian , pada tanggal 10 Juni 2021 di instansi kami sehubungan dengan penyusunan skripsi dengan judul **"IMPROVING STUDENTS ENGLISH VOCABULARY BY USING ADJECTIVE GAMES IN TEACHING ENGLISH VOCABULARY FOR EIGHT YEAR AT SMP NUSA PRIMA LAMASI"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 10 Juni 2021
Kepala Sekolah,


OPU PRAJA, S.Pd
NIP.



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.800/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : St. Halmiah
NIM : 16 0202 0056
Semester : XI (sebelas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 23 November 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : St.Halmia.H
NIM : 16 0202 0056
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : Desa Mabonta Kec.Burau
Hp. 081242135751

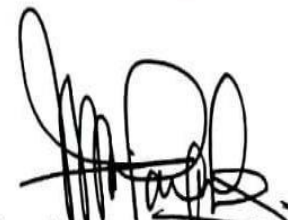
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan


Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Palopo, 20 Agustus 2021

Ketua Program Studi


Amalia Yahya, SE, M.Hum
NIP. 19771013 200501 2 006



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Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : St Halmiah H

Nim : 16 0202 0056

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 07 Oktober 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006



The writer, St.Halmia.H was born on Juni 16, 1998 in Salubijau, she has four daughte. She has three brothers. She lives in desa Mabonta, kec. Burau, kab. Luwu Timur.

The writer begin her study in SD salubijau she graduated in 2010. She continued her study in SMPN 3 Burau, she graduated in 2013. Then continued her study in SMAN 1 Burau and graduated in 2016.

In 2016 she continued her study at state Islami of Palopo (IAIN Palopo). She was majoring in English Eduation Department in Tarbiyah and Teahers Training Faculty.